

Interactive Resource Repository (IRR) Document Review Protocol

i3 PEN Project

Title: Determining Shades of Meaning to Build Academic Vocabulary

Author(s): [TESOL](#)

Year: 2015

Num/Vol: [Click here to enter text.](#)

Source:

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Does the document refer to EL students? YES No

Level of EL student:

Beginner Intermediate Advanced

Grade of EL student:

6th 8th 10th 12th
 7th 9th 11th

Is this document:

State-based standards Common Core State Standards (CCSS) Next Generation State Standards (NGSS)

Document Source (*check one*):

Peer-reviewed journal Regional Educational Laboratory report
 Non-peer reviewed journal Book/chapter in book
 Newsletter Video
 Professional association periodical Original resource
 Trade newspaper (e.g., Chronicle of Higher Education) SMES recommended: [Click here to enter text.](#)
 Federal report (e.g., GAO report, Department of Education) **Website:**
 National research center **Other:**

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 Polar Opposite suggestions to hear different points of view on the same topic /content /grade /methods etc., if it is an article Twitter – # trends, links to experts (bonus if the expert is from SMES)
 Wiki Links to Youtube/Teachertube/Vimeo etc.
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Direct use/Purpose Statement (50 words):

This lesson engages students in a meaningful vocabulary activity that will help them to distinguish between shades of meaning of closely related words. The anchor words for each gradient were selected from an upcoming reading, providing students with a background building activity that will assist in reading comprehension and foster more precise word choice in speaking and writing activities.